Understanding Continuous Improvement: Assembling a Planning Team & Analyzing Data

Rationale: All planning must begin by determining who will be part of the process (Ex: Administrators, teachers, SBDM councils, and central office staff). Once the planning team is established, there must be a reliable protocol for reviewing data that is ongoing and rooted in the 5 data questions:

> 1-**What question are you trying to answer?**
>
> 2-**What does the data tell you?**
>
> 3-**What does the data NOT tell you?**
>
> 4-**What are the causes for celebration/concerns?**
>
> 5-**What conclusions can be drawn?**

In order to be effective, a school must thoroughly understand which sources of data it will use and what it hopes to learn from that data. Continuous improvement requires the use of multiple data sources that are collected over a period of time (2-3 years). Each school should develop a highly organized method or template for gathering data such as this quarterly review template. The evidence used to demonstrate engagement in a comprehensive data review should be uploaded into the eProve platform with frequent updated versions provided.

KEY DATA TO CONSIDER:

- (Student Performance Data: State Assessment Data, Universal Screener, ACT,KOSSA, District/School Common Assessments, Benchmark Data, Brigance Data;

- Perception Data - TELL Survey, Student Voice, Other Survey Data

- Non-Academic Indicators: Student and Teacher Attendance Data, Behavior Data, Homeless Data, Special Education Data, Migrant Data, English Learners Data, Mobility Data

- Indicators of Equitable Access: Overall Effective Teachers and Leaders, Overall Student Growth Rating of Teachers and Leaders, Percentage of new and KTIP Teachers, Percentage of Teacher Turnover, Percentage of time effective teachers are instructing low performing students

- KDE Continuous Improvement Diagnostic

- Key Core Work Processes to determine possible causes

Data review is the cog in the continuous improvement wheel from which all else revolves. Reviewing data is the first step to understanding a school's current state – whatever that may be. To this end, data must be revisited frequently throughout the year to determine a school's goals and whether its strategies and activities are effective.
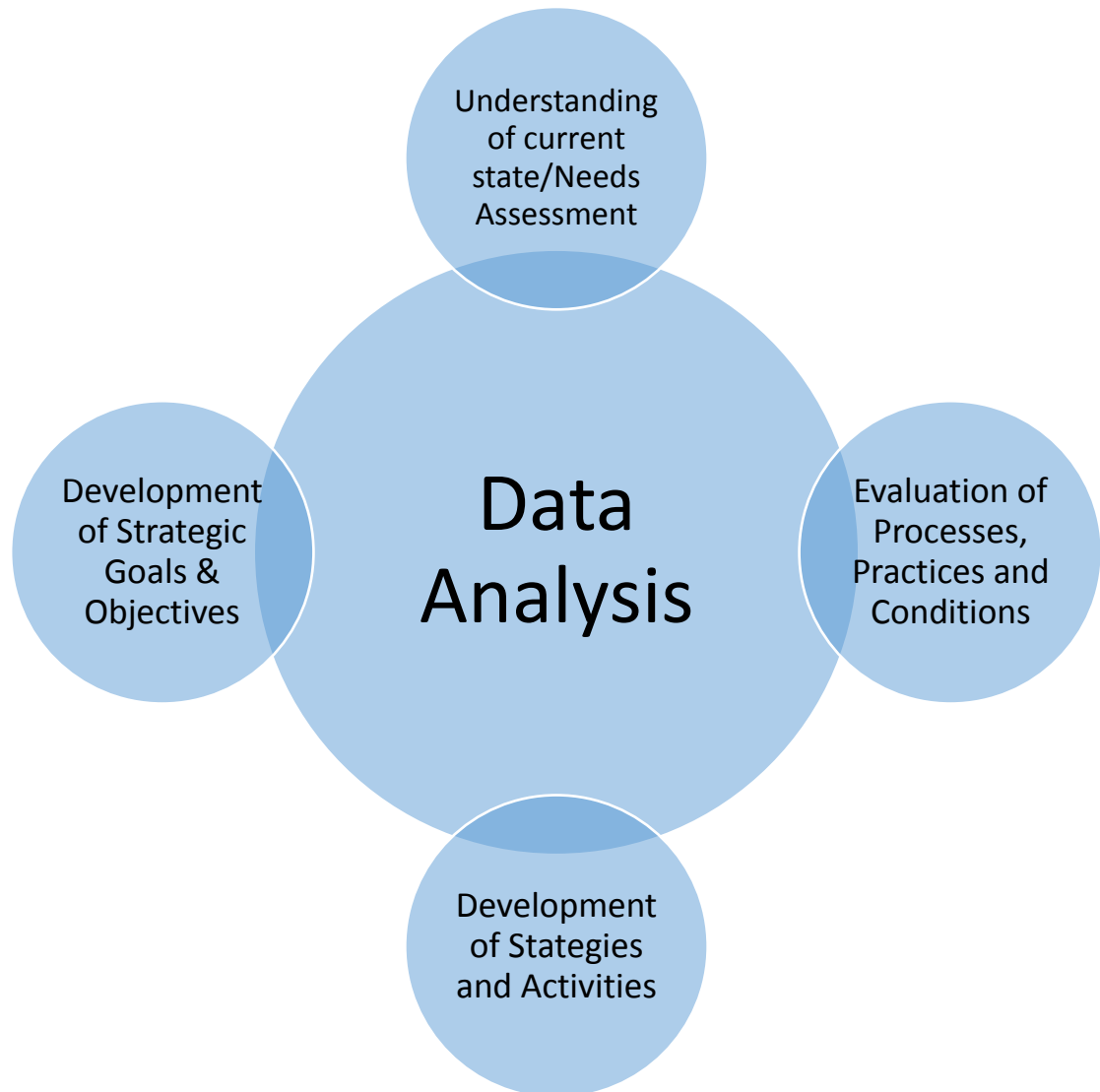
Sequentially, data analysis and completion of KDE Diagnostics must occur BEFORE a school completes its Needs Assessment. This only makes sense because it's impossible to accurately assess needs before a thorough review of the data at the beginning of the year. To reiterate, data review should also continue AFTER the completion of the needs assessment and THROUGHOUT the continuous improvement process.